Bomere and the XI Towns Federation Knowledge Organiser—History

Topic: Kings and Queens

Class/Year Groups: Haughmond— Years One & Two

Term: Spring

What you already know?

- What Great Britain and the United Kingdom are.
- What a monarch is and who our King is.
- What a memory is.
- How we remember important people and events.

Queen Victoria

Queen Elizabeth II

What you will learn:

<u>Lifestyle & Living</u>

- What was life like during the Victorian and Modern Elizabethan eras?
- How was life similar and different in the two eras?

<u>Chronology & Calendar</u>

- When was the Victorian era?
- When was the Modern Elizabethan era?
- When did Queens Victoria and Elizabeth II live?

<u>Impact on the World</u>

- How did daily life change in the different eras?
- How did the Victorians change the world?

<u>Significant Individuals</u>

- Why do we remember Queen Victoria and Queen Elizabeth II as being important?

Vocabulary

Monarch	A King or Queen who rules a country.
King	A male monarch
Queen	A female monarch
Victorian	The time and people when Queen Victoria was the monarch.
Elizabethan	The time and people when Queen Elizabeth II was the monarch.
Reign	The years that a monarch rules

National Curriculum Objectives:

Key Stage One

- To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- About the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Bomere and the XI Towns Federation Knowledge Organiser—History & Geography

Topic: The Battle of Shrewsbury

Class/Year Groups: Haughmond

Term: Spring

What you already know?

- That the past is different to today.
- How to order some events chronologically.
- How we remember important events

Owain Glyndwr

King Henry VI

Henry Percy

What you will learn:

<u>Lifestyle & Living</u>

- What was life like during the 15th Century?

<u>Chronology & Calendar</u>

- Why and when did the Battle of Shrewsbury happen?
- Why is it important to Shropshire?

<u>Impact on the World</u>

- Why do we remember the Battle of Shrewsbury?

<u>Significant Individuals</u>

- Who were the key people?

<u>Location</u>

- Where is Shrewsbury? Where is Battlefield?
- What is Shrewsbury like today?
- How has Battlefield changed or stayed the same since 1403?
- About map symbols and locating places on a map.
- About aerial views and different maps.

Vocabulary

past	something which has already happened
present	something happening now
timeline	a series of events in the order that they happened
soldiers	somebody serving in the army
memory	what someone remembers about the past.
memorial	a monument or building to re-member people killed in a war.
truce	an agreement to pause fighting.
source	something that we can use to find out about the past.
battlefield	the place where a battle took place.

National Curriculum Objectives:

Key Stage One

- To learn about events beyond living memory that are significant nationally or globally and commemorated through anniversaries or festivals.
- About significant historical events, people and places in their own locality.

Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: Who is a Muslim and how do they live?

Class/Year Groups: KS1—Haughmond

Term: Spring Term 2024

What you already know?

- The names of some different faiths.
- That some people believe in God.

What you will learn:

Making Sense of the Belief

Recognise the words of the Shahadah and that it is very important for Muslims

Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean

Give examples of how stories about the Prophet show what Muslims believe about Muhammad.

Understanding the Impact

Give examples of how Muslims use the Shahadah to show what matters to them

Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)

Give examples of how Muslims put their beliefs about prayer into action.

Making Connections

Think, talk about and ask questions about Muslim beliefs and ways of living

Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas

Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

Vocabulary

Allah—Allah is the Muslim word for God

Qur'an— The religious book of Islam

Muslim—Persons who follow the Islamic faith

Islam— The religion of Muslims

Shahadah— An Islamic belief and one of the five pillars of Islam

Prophet—An inspirational teacher of faith

Mosque—A place of worship and prayer for Muslims

Shropshire Agreed Syllabus Programme of Study KS1:

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: Why does Easter matter to Christians?

Digging Deeper

Class/Year Groups: KS1—Haughmond

Term: Spring Term 2024

What you already know?

Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.

Christians believe Jesus builds a bridge between God and humans.

Christians believe Jesus rose again, giving people hope of a new life.

What you will learn:

Making Sense of the Text

Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.

Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).

Understanding the Impact

Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.

Making Connections

Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.

Vocabulary

Jesus—God's son on earth

Holy week—The week before Easter

Easter—A Christian festival celebrating the death and resurrection of Jesus

Good Friday—The day when Jesus was nailed to the cross

Forgive—To stop feeling angry towards someone for something they have done

Sin—Behave in a bad way that breaks the rules

Saviour—A person who saves someone from danger

Salvation—Being rescued from danger

Bible—The book that tells us about Jesus and God

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Bomere and the XI Towns Federation Knowledge Organiser

Topic: Science— Living Things	Class/Year Groups: Haughmond	Term: Spring

What you already know?

Pupils are likely to have come across the terms living, alive and dead. They will have studied different classes of animals in Year 1 and will know in basic terms what plants need to stay healthy.

What you will learn:

Pupils classify things as living, once alive and never alive. They learn about the characteristics of living things and building and observing a wormery and going outside to hunt for examples of living and non-living things. They look for characteristic of life in plants and establish that plants are living things.

EYFS

- Explore the natural world around them. (UTW)
- ELG Understanding: the natural world
- Explore the natural world around them, making observations and drawing pictures of animals and plants.

Vocabulary:

Life Processes	These are the things that all living things do. They move, breathe, sense, grow, make babies, get rid of waste and make energy for their body from food.
Living	Things that are living have all the life processes.
Dead	Things that are dead were once living. They did have all the life processes but don't now.
Never living	Things made out of plastic, metal and rock were never living. They never had the life processes.
Food Chain	A food chain shows how each animal gets its food. Food chains are one of the ways that living things depend on each other to stay alive.

National Curriculum Objectives:

- To explore and compare the differences between things that are living, dead, and things that have never been alive
- To describe the characteristics of living things
- To know that plants are living things

Bomere and the XI Towns Federation Knowledge Organiser—Science

Topic: - Habitats

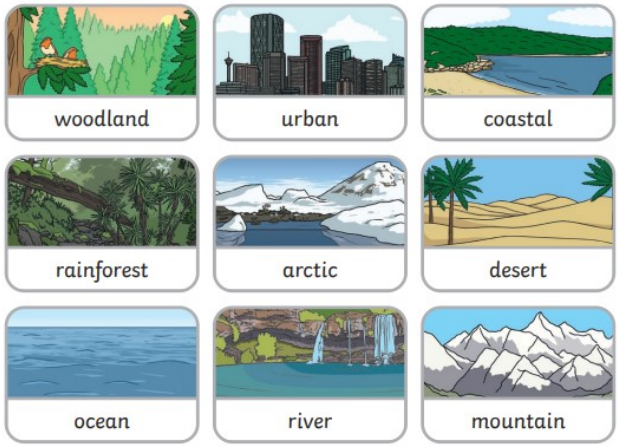
Class/Year Groups: Haughmond—Year 1 & 2

Term: Spring

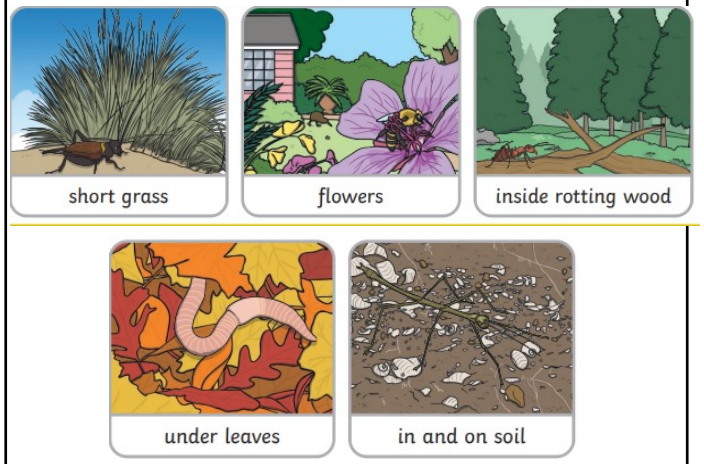
What you already know?

Pupils will have learned about the basic groups of animals and should know that animals can be carnivores, omnivores or herbivores. They will have learned that animals are carnivores, herbivores or omnivores. They should have studied animals and plants in their environment and be used to working outdoors.

What you will learn:



Pupils spend time learning about familiar and unfamiliar habitats such as woodland and the seashore. They work in the classroom and outdoors to look at animals and plants and further their knowledge of the variety of life in different places and they go pond dipping. They extend their knowledge of the diets of different animals to understand about food chains.



Vocabulary

Habitat	A habitat is he natural place something lives. A habitat provides living things with everything they need to survive such as food, shelter and water.
Microhabitat	A microhabitat is a very small habitat In places like under a rock, under a leaf or on a branch. Minibeasts live in microhabitats. The Microhabitat has everything that is needed to survive.
Depend	Many things in a habitat depend on each other. This means they need different things from each other.
Survive	This means to stay alive.

National Curriculum Objectives:

- To identify and name a variety of plants and animals in their habitats, including micro-habitats
- To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

Bomere and the XI Towns Federation Knowledge Organiser—Art

Topic: Art—Printing—Paul Klee	Class/Year Groups: Haughmond	Term: Spring

What you already know?

- How to develop ideas as an artist
- How to represent ideas, thoughts and feelings in art
- How to choose resources for activities
- How to safely use tools and equipment
- How to choose colours and know what happens when they are mixed
- How to represent events, people and objects

What you will learn:

- Paul Klee was a Swiss born German artist
- He had a very individual style
- He was influence by expressionism, cubism, and Surrealism
- His early life was spent as a musician , however he then moved on and specialised in visual arts
- He often mixed medias to create unique artwork
- How to use the work of Paul Klee to create own printing ar twork

Castle and Sun
1928

Senecio
1922

Vocabulary

Inking rollers	Used to apply paint onto the screen
Printing ink	specific type of ink for printing
Repeated pattern	pattern/picture that is repeated
Texture	how something feels, including its appearance and consistency
Woodcut	oldest form of printmaking— to carve a design into a wooden block
Relief printing	the printing surface is cut away so that the image alone appears raised on the surface
Block printing	the process of printing patterns by means of engraved wooden blocks
Sponge printing	Use a sponge to create a design that gives a 3D effect
Fruit printing	Dip a fruit piece in paint to create a design on paper

National Curriculum Objectives:

To become proficient in printing techniques.

To develop a wide range of art and design techniques in using colour and texture.

Children can:
copy an original print;
use a variety of materials, e.g. sponges, fruit, blocks;
demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;
use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.

Bomere and the XI Towns Federation Knowledge Organiser - Computing

Topic: Programming—Robot Algorithms

Class/Year Groups: Haughmond

Term: Spring

What you already know?

Children should have had some experience of creating short programs using floor robots and predicting the outcome of a simple program. This unit progresses children's knowledge and understanding of algorithms and how they are implemented as programs on digital devices. Children will spend time looking at how the order of commands affects outcomes. Children will use this knowledge and logical reasoning to trace programs and predict outcomes.

Designing Algorithms

-We can buy or create mats for floor robots. We then need to design our algorithms so that the robot follows the given route.

-We should carefully consider the start point & end point that we want the robot to reach.

-Use symbols (e.g. arrows, crosses) to indicate the commands that will be inputted as a program.

Chunking and Debugging

-**Chunking:** With larger programs, we can break the task into chunks and create algorithms for each chunk.

-**Debugging:** Debugging is finding and fixing errors in our algorithms and programs. These errors can include:

-Sequence errors: An instruction in the sequence is wrong or in the wrong place.

-Keying errors: Typing in the wrong code.

-Logical errors: Mistakes in plan/thinking.

What you will learn:

Overview

Robot Algorithms

- Programming is when we make a set of instructions for computers to follow.

-Robots are one type of machine that can follow programs - they follow what we instruct them to do.

-We use algorithms (a set of instructions to perform a task) to help robots to do things that we want them to. Debugging can help to correct algorithms and programs.

Using a Floor Robot

-**Robots:** Robots are machines that we can program to do human jobs.

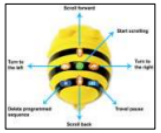
-Robots help us to do things, for example to help us clean, mow and learn!

-Robots in factories make things, and in hospitals they help make us better.

-Turning on a Bee-bot:

Before we use a Bee-bot, we need to make sure it is charged. To turn it on, using the switch underneath. You can tell that the Bee-bot is on because its eyes light up. Remember to switch it back off again after you have finished using it.

-Buttons: Bee-bots have buttons on the top. They each make the Beebot do something different (see picture).



-The arrows move the Bee-bot in different directions. The GO button makes the Bee-bot start its program. The X button makes the Bee-bot forget the last set of instructions.

Vocabulary:

programme	a set of instructions for a computer to follow
robot	a type of machine that can follow programs - they follow what we instruct them to do.
algorithm	a set of instructions to perform a task
de-bugging	finding and fixing errors in algorithms and programs

National Curriculum Objectives:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

Bomere and the XI Towns Federation Knowledge Organiser—DT

Topic: Mechanisms Wheels and Axles	Class/Year Groups: Y1/2 Haughmond	Term: Spring 2024

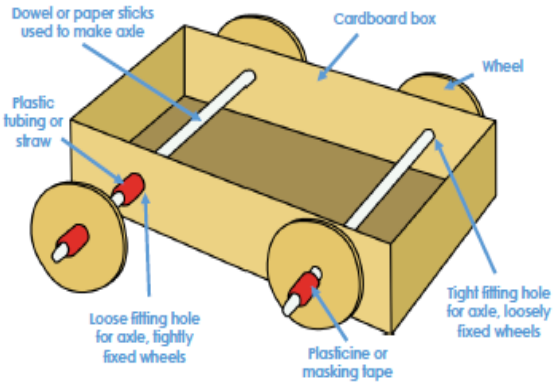
What you already know?

Assembled vehicles with moving wheels using construction kits.

Explored moving vehicles through play.

Gained some experience of designing, making and evaluating products for a specified user and purpose.

Developed some cutting, joining and finishing skills with card.



What you will learn:

Designing

• Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups.

Making

• Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.

Evaluating

• Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria.

Technical knowledge and understanding

• Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project.

Vocabulary

vehicle, wheel, axle, axle holder, chassis, body, cab

assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism

names of tools, equipment and materials used

design, make, evaluate, purpose, user, criteria, functional

Glossary

- **Axle** – a rod on which one or more wheels can rotate, either freely or be fixed to and turn with the axle.
- **Axle holder** – the component through which an axle fits and rotates.
- **Chassis** – the frame or base on which a vehicle is built.
- **Friction** – resistance which is encountered when two things rub together.
- **Dowel** – wooden rods used for making axles to hold wheels.

National Curriculum Objectives:

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.